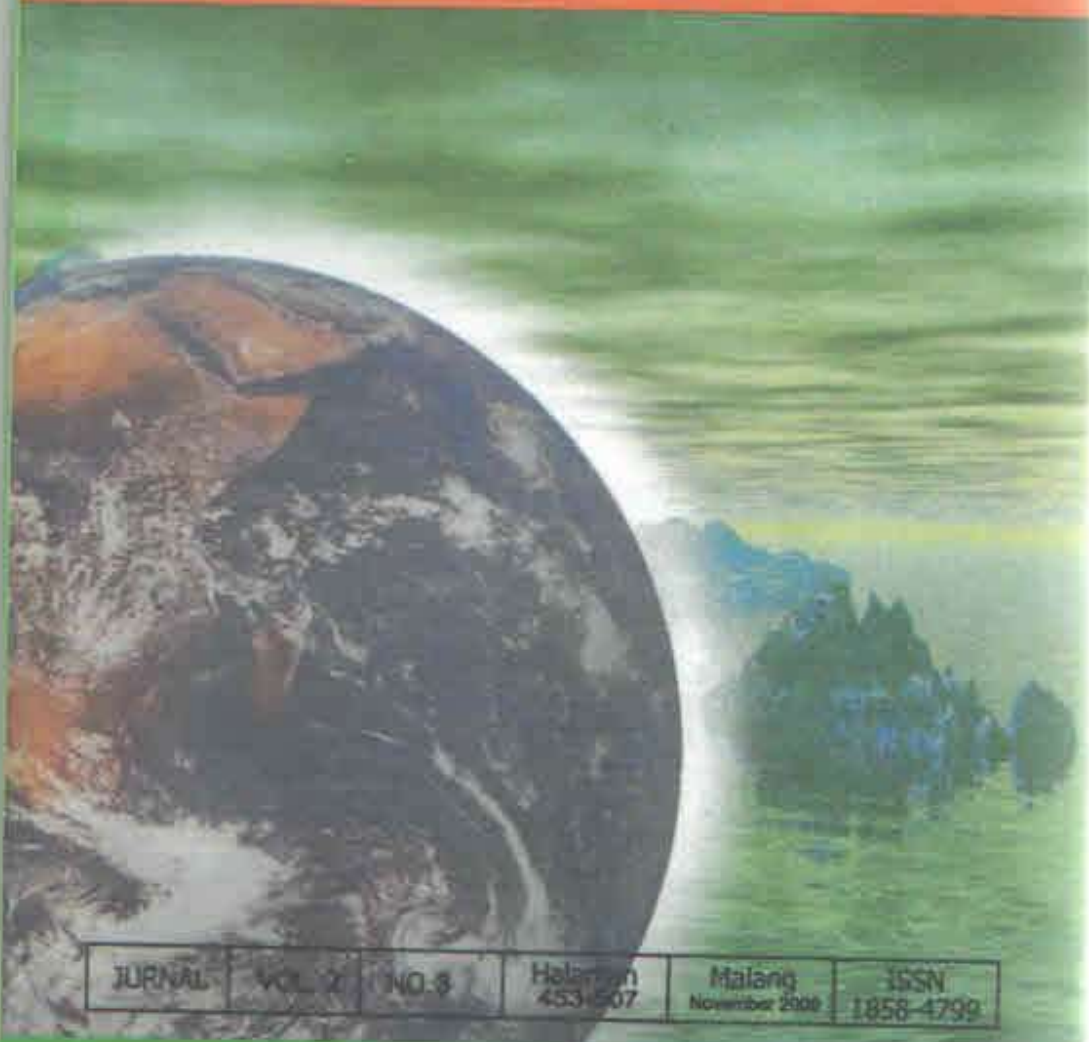


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**FAKULTAS BAHASA DAN SASTRA
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DAFTAR ISI

M.G. Sri Ningsih <i>The Gricean Cooperative Principle: Flouting and Hedging in The Conversations in Joseph Conrad's The Secret Agent</i>	445
Maria Cholifah <i>Meningkatkan Keterampilan Berbicaraan Bahasa Mandarin dengan Menggunakan Konsep Multimedia Sebagai Upaya Pembelajaran Berbasis Kontekstual di Universitas Kanjuruhan Malang</i>	453
Ibri Fita Heriyawati <i>Penerapan Small Group Discussion untuk Meningkatkan Kemampuan Membaca Teks Bahasa Inggris bagi Mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Kanjuruhan Malang</i>	461
Agus Sboleh <i>Storistics Approach Enhanching Oral Presentation A Case Study in a Secondary Private School in Malang</i>	466
Misanto <i>Immersion Prografor EFL Class in Indonesia Is it Possible</i>	479
Karyak Widyastuti Herawati <i>Tonal in Indonesia: Where Does It Go?</i>	488
Uss Muhaji <i>Concept Question: an Effective Technique to Check Students' Comprehension on Language Presentation in ESL/EFL Classroom</i>	494
Wahid Nashruddin <i>The Implementation of Lesson Study in English Language Learning: a Case in a private Senior High School in Malang East Java Indonesia</i>	500

HUMANISTIC APPROACH IN ENHANCING ORAL PRESENTATION A CASE STUDY TO A SECONDARY PRIVATE SCHOOL IN MALANG

Agus Sholeh

Abstract: This paper is the result of research which is aimed at answering the problems whether humanistic approach can improve students' oral presentation skills of second grade students and to describe students response to the implementation of humanistic approach. This study is very significant to improve the students' speaking skill especially in oral presentation of their understanding of reading text and students get easier to understand of reading texts and the teachers also can ease their students to present the understanding of reading text.

Key words: Humanistic approach, oral presentation.

Scale

The teaching of English has to cover the four skills: listening, speaking, reading and writing are thought in an integrated way. From one of the four skills, speaking is one of the problems in learning English. It is considered as a difficult subject. Students are not yet able to communicate although in a language. Some of students are not brave to speak English although they already learned about the grammar. Sometimes, students still shy and do not participate on the speaking session.

Basically, every student must master two integrated competence to be able to communicate effectively: linguistic products (communication competence), linguistic competence (linguistics competence), and cultural competence (cultural knowledge), and the linguistic market (audience level (level of audience), cultural context (cultural Domination), and performance when communicating (the art of speaking) (Bordius in Goga, 2003).

This study is aimed at answering the problems whether humanistic approach can improve students' oral presentation skills of second grade students and to describe students response to the implementation of humanistic approach.

This study is very significant to improve the students' speaking skill especially in oral presentation of their understanding of reading text and students get easier to understand of reading texts and the teachers also can ease their students to present understanding of reading text. By using this humanistic approach technique, the teacher will have a conducive class atmosphere and active students in presenting ideas of texts.

2. Humanistic Approach

2.1 Humanistic Approach to Language Learning

Humanism gives importance to the inner feelings, thoughts and emotions of the human being; it focuses on the development of the self-concept of the student. Feeling good about oneself is the first and foremost factor. Maslow's hierarchy of "Self-actualization" deals with all the levels of human emotions and needs. The individual is given a lot of importance.

The humanistic approach is a method of teaching language which lays great stress on humanism and considers it to be the essential element in the process of teaching. Some of the important principles in the humanistic approach are the development of human values, increase in self-awareness, sensitivity towards emotions and feelings and active student participation in the process of learning.

There are some affective factors in the language learning process which are divided into two types: individual factors which consist of self-esteem, inhibition, motivation, anxiety and extroversion-introversion; and rational factors that contain cross-cultural processes, empathy and classroom transaction.

The humanistic approach is a learner-centered approach where each and everything is done keeping the learner in mind. Humanists discourage both reward and punishment as the student will get used to praise and will simply work to be appreciated rather than making the effort because it is truly required.

2.2 Humanism and learning theory

Perhaps the most well-known applications of humanism in ELT are those of Curran (1976) and Gattegno (1972).

- The former advocated the use of 'Counselling-Learning'. In this practice, teachers sit outside a circle of learners and help them to talk about their personal and linguistic problems. The students decide the 'curriculum', while the teacher is more of a facilitator, who fosters an emotionally secure environment.
- Meanwhile, Gattegno advocated the Silent Way approach. In this, he presented challenges for learners. These challenges developed the students' awareness and encouraged their independence.

- o Should the target language be representative of one particular speech community or not?

Humanism in practice

Introducing 'language items'

In an attempt to be a humanistic language teacher myself, I introduce every new language item at the optimum time of readiness for my class.

- I firstly elicit the target language. This fosters a sense of co-operation between the students and me.
- Then I try to make the meaning of the language items as clear as possible by using a number of techniques (e.g. pictures, mime, or a mini-explanation). Such work on the concept of the target language needs to be repeated later in a way that is appropriate to the abilities and progress of the group.
- At the appropriate time, students also need to practice speech production by speaking or writing the target language.
- After enough practice, through both teacher-centered and student-centered phases, the student should gradually learn the target language. The student will have fundamentally changed.

Setting skills

I want my classes to be able to understand the 'gist' of a spoken interaction, I believe that they are mentally prepared for it. This means that:

- The 'text' is not dauntingly hard for them.
- I create the right conditions for understanding the text by, for example, arousing interest and pre-teaching lexis.
- Then, by setting an appropriate task I am setting a problem for the students to solve. If I can steer my students towards focusing on the main points of the text then I am enabling learners to become more successful listeners.
- After this, students can be encouraged to carry out their own, related, role plays, with the result that students' ability to carry out certain situation-specific interactions will be enhanced. It's worth noting that these principles relate to reading texts too!

The teacher's status

It cannot be denied that the teacher plays a different role from that of his/her students. We each have a particular job. This does not mean, though, that we have higher status. We are certainly not in the classroom to order people around. I try to provide students with learning opportunities, which the students are free to take or not.

- However, if a student chooses not to take up an opportunity, and then goes on to become a malign influence in class, I then ask the rest of the class if their learning is being affected and whether they want the offending student to stay in class or not. I then have the authority to ask the student to leave.

Flexibility

Without flexibility, a teacher cannot teach humanistically, because students will not learn completely in step with any designated syllabus. This is why I always have a point of observing my students very carefully so that I know when to introduce certain tasks, according to the progress they're making.

- The same applies to lesson plans. I know that if I plough on through my plan regardless of how my students are responding, some students will be lost forever and lose confidence both in me and their own ability to learn English.

The thrust of humanism seems, to me, to be the ability to advance as a species through understanding and co-operation. This means that humanistic language learners need to have a thorough grasp of both how people learn and what motivates them to learn. They need to shed the old image of the teacher being the possessor of wisdom and replace it with the teacher as facilitator.

Some Methods in Humanistic Approach

Suggestopedia

This method is based on the idea that the mind has great potential and can retain information by the power of suggestion. This teaching method uses relaxation as a means of retaining new knowledge. In their initial lessons learners receive large quantities of information in the new language. The text is translated and then read out with classical music in the background. The scope is to supply an atmosphere of total relaxation where understanding is purely accidental and minimal. Using large quantities of linguistic material introduces the idea that language understanding is easy and natural.

3. Total Physical Response (TPR)

"Allow students to produce when they are 'ready'. Improvement comes from applying communicative input, not from forcing production." (Dr Stephen Krashen)

This method draws on the basic principles of how young children learn their first language. Developed by James Asher, this teaching method involves a wide range of physical activities and a lot of listening and comprehension, as well as an emphasis on **learning as fun** and stimulating.

Total Physical Response has limitations, especially when teaching abstract language and tasks, but is widely considered to be effective for beginners and is still the standard approach for young learners.

4. The Silent Way

Another example of a method categorized under the Humanistic Approaches, with this technique the teacher is supposed to be practically silent - hence the name of the method - and avoids explaining everything to the students. This method is based on a **problem-solving** approach to learning, whereby the students' learning becomes autonomous and co-operative.

The scope is to help students select the appropriate phrases and know how to control them, with good intonation and rhythm. The teacher does not repeat the material nor supplies the phrases that the student has to imitate, and there is no use of the learner's native language. Patterns contain vocabulary, and coloured guides of pronunciation are used to assist the teacher in guiding the students' understanding while saying the least amount possible.

5. Community Language Learning

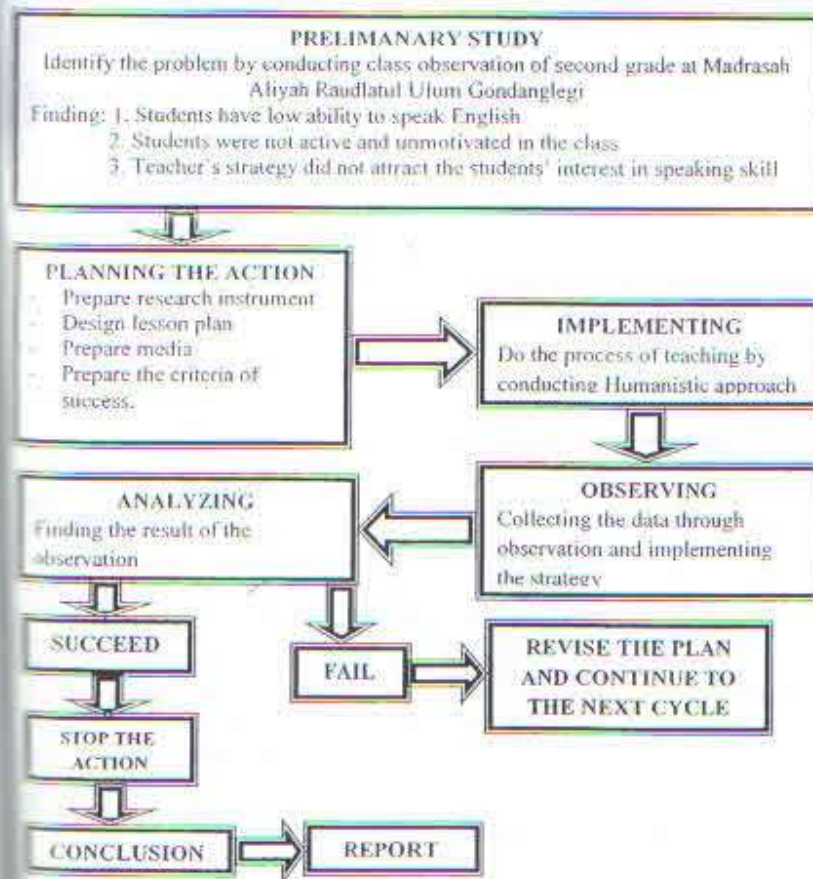
Also sharing many of the same principles as the Silent Way, this technique was relatively short-lived. Seeing the student as a 'whole' person, the method involved students sitting in a circle and encouraging them to use their feelings, intellect, relationships and reactions.

6. Research Design

The Classroom Action Research design applied in this study is collaborative action research because conducting this study the research has collaborated with one of the English teacher of Madrasah Aliyah Raudlatul Ulum Gondanglegi who

teachers in English subject in the second grade. Considering the students in Madrasah Aliyah Raudlatul Ulum Gondanglegi have less competence in English subject especially in speaking. Then, the researcher wanted to identify the effective ways to improve the students' speaking ability by using humanistic approach as method and technique in teaching and learning.

The design of this study itself is cycling process which consists of some steps namely planning, action, implementing the action, observing the action and reflecting the observation. The following figure is the design of CAR adapted from Kemmis and Mc Taggart, 1988.



First of all, a preliminary study was taken. In this stage, experience and perception were used to identify the area of focus based in problem. Then after the problem was identified, a plan was made to take an action across the problem. After finishing the planning the researcher implemented the actions which were conducted to collect the data. Then, the data were observed in observation stage. It comes to data interpretation which occurred in reflection stage. In the first stage, a new understanding needed a decision whether the cycle II was needed or not.

If the criteria of success of this study are not achieved in first cycle, the researcher needs to continue the next cycle. But if the criteria of success have been achieved after conducting, the researcher did not need to continue to the cycle II.

Setting and Subject of the Study

The researcher carried out the research with the students of second grade at Madrasah Aliyah Raudlatul Ulum Gondanglegi and the subject is the second grade at Madrasah Aliyah Raudlatul Ulum Gondanglegi.

Procedure of the Study

There are four steps in one cycle of Classroom Action Research design. They are namely planning an action, implementing the action, observing the action, and reflecting the action. In this study, the design will be conducted until the criteria of success achieved. The first thing that should do is preliminary study. This study is aimed to know the real condition of the students that reflected their real ability to analyze the problems.

Planning the Action

The researcher constructed the general plan based on the fact finding and the problem stated above. The researcher made some preparations covering preparing research instruments, designing lesson plan, preparing the method, preparing the procedure of humanistic approach, and preparing the criteria of success.

Designing Lesson Plan

In doing the research, the researcher had to make lesson plan or teaching scenarios in order to make sure strategy that was well-delivered and could solve the students' problems. The lesson plans were constructed based on current curriculum. It must consist of nine components namely standard competence, basic competence, indicators, instructional method, teaching method, teaching and learning activities, method, sources, and assessment.

Preparing Method

The researcher prepared the method and material to support and help the process of conducting the study. The materials were selected and developed based on the curriculum and the relevance of the topic for the second grade of Senior High School. It was taken from books, internet, and other available sources. The method was made from papers, in humanistic approach papers.

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- sentence in a half way the repeated = 15 point
- d. 2 For the students have hesitate a lot of that message is not very clear, and a lot of repetition of sentence = 10 point
- e. 1 For the students' shows a lot of hesitation that speech is not clear = 5 point
- 2. Accuracy
 - a. 5 For the students' pronunciation is like native speaker and it is easily understood by the listeners. There is no problem with grammar and diction = 25 point
 - b. 4 For the students make one or two words that incorrectly pronounced, there are only a few grammatical errors that do not affect meaning uses varied = 20 point
 - c. 3 For the students produce a few words are incorrectly pronounced, a few major grammatical errors which affect meaning, and uses adequate vocabulary = 15 point
 - d. 2 For the students make grammatical errors in every sentences and mispronounced words that affect meaning. Uses limited vocabularies = 10 point
 - e. 1 For the students do not correctly pronounce in every word. So that the message is not clear and lack of vocabularies = 5 point
- 3. Performance
 - a. 5 For the students speak confidently without nervousness, speak with proper intonation to show feeling = 25 point
 - b. 4 For the students speak confidently and able to show emotion appropriately at time = 20 point
 - c. 3 For the students show some sign of nervousness and hence speech become fairly monotonous = 15 point
 - d. 2 For the students have lack of confidence and speech is monotonous = 10 point
 - e. 1 For the students are nervous and unable to speech coherently at time = 5 point
- 4. Communicative Interaction
 - a. 5 For the students consistent in expressing opinion to enhance communication, using gestures to understand interlocutor, using their own language in delivering the message of the story, and clear explanation = 25 point
 - b. 4 For the students expression are enhance communication, using gestures to understand interlocutor, explain by using their own language but still unclear explanation in giving the message to the audiences = 20 point
 - c. 3 For the students could have made communication more efficient and unclear explanation in delivering the message to the audience = 15 point
 - d. 2 For the students may have been difficult to explain the message of the story and less expression = 10 point
 - e. 1 For the students may have been very difficult to explain the message and no expression = 5 point

Preparing Research Instrument

In order to obtain the required data, the researcher developed some instruments including observation sheet and questionnaire. The data were composed of the researcher and the student performance during instructional activities and the implementation of humanistic approach technique. They also consisted of students' responses toward the teaching of speaking using humanistic approach technique.

Instruments to collect data

The instruments which were prepared by the researcher include fourth components as follows.

Observation Sheets

At the first, the researcher observed the activities in the classroom. The researcher observed during teaching and learning process before implementing humanistic approach technique. It included in involving the students with their attitudes during instructional process, i.e. oral presentation, interaction and accomplishing their tasks.

Questionnaire for Students

The questionnaire was given to students after the teaching and learning process done to know the impact of the teaching English by using humanistic approach method towards their participations in speaking.

Test

Test is a kind of questions or exercises that are used to measure the knowledge, skills, intelligence, ability, or talent of individual or a group. The speaking test used oral test to know the achievement of the students. This activity conducted before and after the method applied. The researcher also used oral test in process of collecting data.

Documentations

Documentation is collecting or processing of providing evidence of the data from students' activities. The students' activities were documented in photographs.

4. Research Finding

In cycle I, the students who got the score of 70 as the minimal passing score 60% of all students and 40% of all students get ≤ 70 . Since the criteria of success is when all students (100%) get minimal score of 70. So, from the data, the researcher concluded that result of the observation was under the target level from the criteria

success that the researcher decided the action should be continued to the next

Planning

The revision was in the words and the form of humanistic approach. In cycle one the points of humanistic approach was just single words but in cycle two students write their points in phrases and short sentences. Related to the form of humanistic approach, in cycle one it was not in order and students could tell what they want to tell but in cycle two, students should tell their story should be in order and a clear way in order to make students' oral presentation more chronological.

In cycle II, the students who got the score of ≥ 70 as the minimal passing score is 100% of all students. Since the criteria of success is when all students (100%) get a score of 70. So, from the data, the researcher concluded that result of the action is successful that is why the researcher decided the action can be continued.

The researcher got all students achieved ≥ 70 . It means that 100% of students got the minimum score 70 as the passing minimal score for this study. So, from the data, researcher concluded that the students were active in the class and the action implementation was successfully.

Students' Responses on the Usage of Humanistic approach in Oral Presentation

The questionnaires were distributed to the students at the end of research. The result of the questionnaires showed students' positive responses on the usage of humanistic approach in the Oral presentation activities.

Responding to the questions about the English lesson, it showed that 76,2% of the students (76,2%) liked in learning English, whereas the other 23,8% of the students stated that they were dislike. Next, Responding to the questions about the usage of media in teaching and learning process, it showed that 85,7% of the students (85,7%) were excited the usage of media in teaching and learning process, whereas the other (14,3%) of the students stated that it was less interesting.

Then, responding to the questions about the usage of Humanistic approach during the teaching and learning process, showed that majority of the students (95,2%) were excited with the usage of Humanistic approach during the process of learning process, the other (4,8 %) stated the use of Humanistic approach was less fun. The other (4,8%) of the students stated that the use of it was less fun.

Students' responses towards the helpfulness aspect of Humanistic approach during the Oral presentation activities also good. It showed that the students stated that the usage of it could make them really excited on the Oral presentation activities. Beside that students stated that the usage of Humanistic approach could give them chance to speak based on their ideas in the story and make them in imagining the flow of the story was also positive.

In terms of imagining the flow of the story, the usage of Humanistic approach was also brings positive responses towards its implementation. The students also stated that the usage of Humanistic approach contributes many advantages such as: facilitating them to generate ideas and keeping their mind to be focused on their speaking. Moreover, the Humanistic approach could help the students to enjoy their Oral presentation activities as well as to help them to be more active in the class.

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